

Little Angels Day Care Centre Ltd

Inspection report for early years provision

Unique reference number	EY356300
Inspection date	12/02/2009
Inspector	Jenny Batelin
Setting address	Guardian Angels Catholic Primary School, Hurst Lane, BIRMINGHAM, B34 7HN
Telephone number	0121 747 2782
Email	catherine.naughton@grdangel.bham.sch.uk
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Angels is a self-funding day care facility which is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The centre operates from an adapted building within the grounds of Guardian Angels Catholic Primary School in Shard End. The centre has access to one large playroom with bathroom facilities leading off and a kitchen area incorporated within the main playroom. There are additional side rooms adapted to accommodate babies and young children from birth to two years. There is a reception area and an outdoor play area which is easily accessible. There is disabled access.

The setting serves the local and surrounding areas and is open during school term times. It is registered to provide care for 54 children under eight years old, of these only six may be under two years in the early years unit. There is also an out of school provision for 24 children aged from three to 11 years. There are currently 92 children on roll, 54 of which are of early years age. Opening times are from 08.00 to 18.00 and from 15.15 to 18.00 for the after school club. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are nine members of staff who work with the children, all either have, or are working towards, appropriate qualifications. The setting receives support from the local authority and has very strong links with the school.

Overall effectiveness of the early years provision

The overall effectiveness of this day care facility is good. The leadership and management team are committed to ensuring that all children enjoy their time and are able to develop in a safe, nurturing and extremely inclusive setting, in which parents have great confidence. Children's individual needs are valued and met through observation, planning and responding to children's interests. Staff understand the learning needs of children within the Early Years Foundation Stage and ensure that all children are able to make good progress in their development. Self-evaluation is effective, although does not yet provide a sufficiently long-term view. The systems now in place and the commitment of all staff and management to giving high-quality care to all children ensures that the setting has good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consolidate assessment processes to give a clearer picture of children's progress and the next step in learning in order to further raise standards
- extend self-evaluation to identify strengths and areas to develop over the longer term

The leadership and management of the early years provision

The leadership and management of this day care centre are good. The manager and director have a clear vision for providing the best care for all children and they are well supported by the staff who work extremely well as a team. Staff safeguard the children extremely well and this is reflected in established routines and health and safety procedures that comply with legislation. Policies are now being regularly updated and most risk assessments, including a daily safety check, are in place. All staff have, or are working towards, appropriate qualifications and undergo continuous training. The setting promotes happy, confident children and this is seen in the way children chat with staff, each other and visitors.

Self-evaluation is effective. Regular staff meetings and parents' informal contributions lead to the identification of strengths and areas to develop. However, this approach is not yet used effectively to provide a longer-term view of developments. Staff evaluate activities in which they have been involved and respond to all children's interests. Children in the after school club contribute their ideas to inform planning of future activities. The setting works hard to ensure that all children, including those with difficulties and/or disabilities, feel involved and make good progress.

The links with parents are good and their recorded comments reflect their confidence in the nursery and pride in their children's progress. Parents are welcomed into the setting, which has an 'open door' policy and receive a summary report of their child's progress at the end of the year. The centre works very closely with the school and shares information regarding the progress of the children. They are now looking at how to improve the transfer of end-of-year assessment information to help children progress even more. The early years development worker provides good support to the centre's development in early years practice.

The quality and standards of the early years provision

Children make good progress towards the early learning goals and thoroughly enjoy their time in the nursery and the after school club. Children learn well in specifically organised areas of learning in well-equipped, spacious accommodation. Resources are freely accessible and so children are able to make independent choices. The digital camera is a popular choice and children enjoy seeing their photos loaded onto the interactive whiteboard. Children progress well in their physical and social development, and benefit from using the easily accessible, safe and well-equipped outdoor area in all weathers. The daily safety check, carried out by staff and children, ensures that the equipment is suitable and safe.

Children's welfare is promoted extremely well. The rooms available for children aged from birth to two years provide stimulating areas where children play and learn happily and safely. Policies are in place to ensure that health issues are correctly addressed.

Planning is based on a half-termly theme, but is also very responsive to the children's ideas. Children greatly enjoy their learning and make good progress in their creative development, for example, they experiment with paint and discover a new 'blue' revealed as painted gloved hands. Staff question the children skilfully during adult-led activities, as well as those activities chosen by the children themselves. As a result, all children including those who speak English as an additional language, make good progress in their language development.

All staff are involved in assessing children's progress and identifying the next steps in their learning. Staff also work with the school's reception teacher to link these assessments with the early years profile record and to support future learning in the school. Currently, however, these assessments are not drawn together sufficiently to give the whole picture of each child and this constrains their value in promoting progress.

Children develop good independence and show an excellent understanding of healthy living through choosing healthy snacks and pouring their own drinks of milk, water or juice. Children sing songs to encourage them to try new fruits and vegetables. There is plenty of opportunity for physical activity through the use of the outside area. Hygiene routines are constantly reinforced and followed.

Children behave very well because adults give lots of support and use praise at every suitable opportunity. As a result, children also work and play well together. Children make very good contributions to their learning, for example, by drawing up their own rules based on 'What things are nice to do' and 'What makes you happy or sad'? They also play games, including the use of a parachute. Children in the after school club also make up the rules for playing games and turn-taking. These activities enable the children to develop very good personal qualities which equip them very successfully for the next stage of their education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.